



Wyoming Department of Education

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MEMORANDUM NO. 2013-077

TO: School District Superintendents

FROM: Jim Rose, Ed.D
Interim Director

DATE: June 11, 2013

SUBJECT: New Doctoral Program Offered

INFORMATION TO SHARE

Walt Nolte, president of Casper College has asked that I inform you of a new doctoral program beginning soon. The program is described in the materials below. Although there is a community college flavor to the materials, the program may be of interest to some of your executive staff.

The program's administrator is anticipating a cohort in Wyoming of approximately 20 people and plans to hold an orientation, to be hosted at Casper College, in early August.

Please contact Dr. Nolte at wnolte@caspercollege.edu or Pete Van Houten at pvanhouten@caspercollege.edu for further information.



Harold D. Buckingham Graduate School NATIONAL AMERICAN UNIVERSITY

Roueche Graduate Center

COMMUNITY COLLEGE LEADERSHIP PROGRAM

NATIONAL COMMUNITY COLLEGE ADVISORY BOARD

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Dr. Bob Paxton (ex-officio)

President, Distance Learning
National American University

Proposed Doctor of Education (Ed.D.)

The Community College Leadership Program is being designed for senior administrators and aspiring leaders who opt for a doctorate to be well-trained for leadership in community and technical colleges. Beginning in 2013, NAU plans to offer the program following full accreditation by the Higher Learning Commission, a commission of the North Central Association. Instruction and engagement will include a combination of face-to-face and online sessions with community college experts, teleconferencing with national leaders, team work and interaction, topical webinars, and a practicum to address emerging college/district/system issues.

Proposed Ed.D. Course List

- Community College History, Mission, and Emerging Issues
- Leadership Development
- Managing Change – Leading Institutional Transformation
- Organization Design, Development, and Behavior
- Ethics and Values
- Governance and Administration
- Planning, Finance, Resource Development and Management
- Policy, Politics, and Public Affairs
- Introduction to Institutional Research - Education Analytics
- Understanding the Contemporary Community College Student
- Pathways to Student Learning and Success (Capstone)
- Practicum
- Introduction to Research
- Designing and Shaping the Dissertation
- Advanced Leadership Institute

Contact information:

Margaretta B. Mathis, Ph.D.

Senior Vice President, Roueche Graduate Center

512-813-2300 • CCLP@national.edu



Harold D. Buckingham Graduate School
NATIONAL AMERICAN UNIVERSITY

**Select Courses in Ed.D. Community College Leadership Program*
Admissions Requirements**

National American University's Ed. D. Community College Leadership Program (CCLP) admissions requirements are as follows:

- ☐ A complete application.
- ☐ A master's degree or higher from a regionally-accredited institution.
- ☐ A minimum of 3.00 for all graduate coursework.
- ☐ Official transcripts reflecting all academic work completed at a regionally-accredited institution(s) of higher education.
- ☐ A current résumé.
- ☐ Three years of related professional experience.
- ☐ A personal and professional goal statement (up to 500 words).
- ☐ Three letters of recommendation from professionals who are familiar with the applicant's academic and leadership potential. NAU may contact these references.
- ☐ Willingness to matriculate through the program of study as a member of a cohort.

*These initial five courses in Community College Leadership allow the university to implement part of the EdD curriculum so that the full doctorate degree program can be reviewed through a Higher Learning Commission (HLC) change visit in Spring 2013.

PROPOSED PROGRAM OF STUDY GUIDE
EXAMPLE COHORT BEGINNING IN THE FALL SEMESTER
DOCTOR OF EDUCATION – COMMUNITY COLLEGE LEADERSHIP PROGRAM
NATIONAL AMERICAN UNIVERSITY

Year 1	Year 2	Year 3
<u>Fall</u> <ul style="list-style-type: none"> Community College History, Mission, and Emerging Issues (3 credits) Leadership Development (3 credits) 	<u>Fall</u> <ul style="list-style-type: none"> Managing Change—Leading Institutional Transformation (3 credits) Policy, Politics, and Public Affairs (3 credits) 	<u>Fall</u> <ul style="list-style-type: none"> Capstone (6 credits) Form Dissertation Committee
<u>Spring</u> <ul style="list-style-type: none"> Introduction to Institutional Research—Education Analytics (3 credits) Understanding the Contemporary Community College Student (3 credits) 	<u>Spring</u> <ul style="list-style-type: none"> Governance and Administration (3 credits) Planning, Finance, and Resource Development (3 credits) 	<u>Spring</u> <ul style="list-style-type: none"> Practicum (6 credits)** Dissertation Proposal Development (3 credits)
<u>Summer</u> <ul style="list-style-type: none"> Organization Design, Development, and Behavior (3 credits) Ethics and Values (3 credits) 	<u>Summer</u> <ul style="list-style-type: none"> Introduction to Research (3 credits) Designing and Shaping the Dissertation (6 credits)* 	<u>Summer</u> <ul style="list-style-type: none"> Advanced Leadership Institute (3 credits)* Dissertation Completion (3 credits)
		<u>Fall</u> <ul style="list-style-type: none"> Defend Dissertation
Year 1: 18 credits	Year 2: 21 credits	Year 3: 21 credits
Notes: *Summer Residency **Credit for practicum may be received for comparable structured internship or leadership development, under advisement, and may be completed at any time.		

PROPOSED PROGRAM CONTENT FLOW

DOCTOR OF EDUCATION — COMMUNITY COLLEGE LEADERSHIP (ED.D. — CCLP) NATIONAL AMERICAN UNIVERSITY

CORE COURSES	RESEARCH AND CULMINATION	ADVANCED DOCTORAL PRACTICE	DISSERTATION
<div>CORE COURSES (10 courses / 30 credits)</div>	<div>RESEARCH/ METHODOLOGY COURSES (2 courses / 9 credits)</div> <div>CAPSTONE COURSE (6 credits)</div>	<div>PRACTICUM* (6 credits)</div> <div>ADVANCED LEADERSHIP INSTITUTE (3 credits)</div>	<div>DISSERTATION 6 credits / 2 consecutive periods</div>
10 courses / 30 credits	15 credits	9 credits	6 credits

* Credit for practicum may be received for comparable structured internship or leadership development, under advisement, and may be completed at any time.

Degree Requirements:

30 hours of core coursework, including:

- 10 Core Courses

9 hours of Research / Methodology coursework

6 hours for Capstone Course

9 hours of Advanced Doctoral Practice, including:

- 6 hours Practicum
- 3 hours Advanced Leadership Institute

6 hours Dissertation

= **60 CREDIT HOURS**



NATIONAL AMERICAN UNIVERSITY

DRAFT

SCOPE OF WORK

CCLP COHORT COORDINATOR

ED.D. COMMUNITY COLLEGE LEADERSHIP PROGRAM

ROUECHE GRADUATE CENTER

Definition

To perform a variety of complex and responsible support functions for doctoral faculty and students requiring a detailed knowledge of NAU policies, practices, and procedures.

Supervision

Receives direction from the Senior Vice President of the NAU Roueche Graduate Center and from NAU CCLP faculty.

Functions and Expectations

Ed.D. CCLP cohort coordinator will have responsibility for attending to needs such as, to:

Logistical Arrangements

- arrange for all logistical details related to on-ground doctoral class sessions for the region
- make logistical, A/V, and meal arrangements for cohort instruction (face-to-face and online), meetings, instructor and guest lecturer presentations and visits
- be present for all face-to-face meetings
- contact local, state, and national college leaders as requested to present to the cohort in conjunction with faculty member and program leaders
- when applicable, assist with arrangements for students to attend national conferences
- arrange for cohorts to attend college/district/system, foundation, trustee, state policy, community town hall, and executive leadership meetings

Course / Faculty Support

- play a key role in concert with each faculty member to create and maintain a community of learners for the students in the cohort
- participate and develop proficiency in designated learning management platform (e.g., Desire to Learn, Canvas), student/faculty portals, library offerings, and other NAU student support systems) to assist with online support (students and faculty), in conjunction with NAU staff
- coordinate with and assist the faculty member(s) as requested with start-up and ongoing course support (e.g., class set up, book orders, required and supplemental readings/reference materials/case study preparation, class session interaction, assignment dissemination and review, grading, entering grades, setting up and participating in Adobe Connect, webcasts, or other means of electronic engagement in conjunction with NAU staff);

- specifics to be coordinated between faculty member and cohort coordinator with support by program/NAU staff
- serve as a liaison to the faculty member and NAU personnel as needed to communicate and coordinate student complaints and special requests for assistance
- coordinate faculty and course/program evaluations

Student Support

- assist as a key member of the NAU team in identifying potential students and recruiting them to join the cohort
- serve as retention and completion facilitator in conjunction with doctoral graduate advisor (e.g., address student questions, anticipate weekly contact with students and other means of continuous engagement)
- coordinate with CCLP program and other NAU personnel (e.g., doctoral graduate advisor, chair of graduate faculty, practicum mentors, dissertation committee members) to guide and advise doctoral students to successfully navigate doctoral terrain (e.g., course selection and registration, dissertation question/topic selection/research, practicum mentoring, committee member / leadership communication, dissertation defense, career discussions)

Context

A brief synopsis of NAU's Ed.D. CCLP background and course structure is provided below.

Background

The Ed.D. Community College Leadership Program (CCLP) will be housed at National American University's Roueche Graduate Center, located in Austin, TX. Five Ed.D. CCLP courses have been approved by the Higher Learning Commission. The doctoral program is pending HLC accreditation approval. Regional cohorts will be developed that are comprised of approximately 20 to 22 students per cohort. Doctoral students will be able to rely heavily on cohort coordinators who will be identified by program leaders in conjunction with local college presidents and chancellors.

Structure

While flexibility in delivery is designed into the course development, the learning objectives, assessments, course textbooks, and required readings will be retained within each course. Instructors will be encouraged to identify supplemental readings and incorporate distinctiveness in instructional methodology, as long as quality instruction, engagement and student outcome attainment are maintained.

The majority of NAU's CCLP courses (with a few to be developed that are entirely through technology-assisted learning) will include:

Three face-to-face sessions of 12 hours during a semester:

- 4 hours – Friday afternoon-evening
- 4 hours – Saturday morning
- 4 hours – Saturday afternoon
- 12 hours x 3 = 36 face-to-face instructional hours/course

The difference of 9 hours will be designed to include a combination of:

- Supervised/structured college visits
- Adobe Connect

- Teleconference with local, state, and national leaders
- Interactive online/technology-assisted instruction
- Interactive/team/practical applications/instructional time

NAU's instructional designers will place the syllabi and other designated materials online (e.g., video clips power point presentations, linked resources and publications to provide access to materials and contribute to student/faculty interaction. NAU is also creating graduate student and faculty portals so that information is easily accessible and a community of learners can be fostered.

Instruction and engagement will include a combination of face-to-face and online sessions with community college experts, teleconferencing with national leaders, team work and interaction, monthly topical webinars, and a practicum to address emerging college/district/system issues. Class sessions will include travel to observe college leaders and collect data and information pertaining to institutional effectiveness. Observations will be documented through analyses, individual and team written reports and presentations. Doctoral students will draw upon required and recommended academic and practitioner readings designated in course syllabi. They will be asked to contribute to NAU's Community College Virtual Library through identification of relevant articles, and assigned abstract and case study development.

Suggestions for the instructional methodology for face-to-face and technology-assisted sessions and courses are provided by course developers and reviewed by the CCLP program leadership and in conjunction with Dr. Mark Anderson, System Associate Vice President of Curriculum/Academic Assessment and Research. Dr. Anderson is helping to ensure that materials are given proper attribution, and that required legal publishing rights/copyrights are obtained.

Ultimately, course materials will be linked to a Community College Virtual Library, the graduate student and faculty portals, and NAU's system Online Library, under the leadership of Pat Hamilton, NAU's System Librarian.

M. B. Mathis
2/2/2013



Harold D. Buckingham Graduate School
NATIONAL AMERICAN UNIVERSITY

**Ed.D. Community College Leadership Program
Admissions Requirements**

National American University's admissions requirements for the Ed.D. Community College Leadership Program (CCLP) are as follows:

- ☐ Completed application
- ☐ Master's degree or higher from a regionally accredited institution
- ☐ Minimum cumulative GPA of 3.00 for all previous graduate coursework
- ☐ Official transcripts reflecting all academic work completed at regionally accredited institutions of higher education
- ☐ Current résumé
- ☐ Three years of related professional experience
- ☐ Personal and professional goal statement (up to 500 words)
- ☐ Three letters of recommendation from professionals who are familiar with the applicant's academic and leadership potential (NAU may contact these references)
- ☐ Willingness to matriculate through the program of study as a member of a cohort



Harold D. Buckingham Graduate School
NATIONAL AMERICAN UNIVERSITY

Roueché Graduate Center
6836 Austin Center Blvd. Ste. 270
Austin, TX 78731
512-813-2300 • cclp@national.edu

**Application for Admission into the Ed.D.
Community College Leadership Program**

Directions

Please allow enough time to complete this application in one session and have all applicable materials ready when you submit the application. This application and supporting documents (e.g., letters of recommendation) can be mailed to the Roueché Graduate Center at the address listed at the beginning of this application, or emailed to cclp@national.edu.

Step 1 – Personal Information

Name: _____
First Middle Last

Current Address: _____
Street City State ZIP

Phone Numbers: _____
Work Mobile

Other Phone: _____ Enable SMS Messaging? ☐ Yes ☐ No

Email: _____ Second Email: _____

Permanent Address (if different from current address):

Street City State ZIP

Step 2 – Additional Information

This information is gathered by the university for statistical purposes and to satisfy federal reporting requirements. It is not considered when making admissions decisions.

Are you a U.S. citizen? ☐ Yes ☐ No Social Security #: _____

Marital Status: _____ Date of Birth: _____

Gender: ☐ Male ☐ Female

Ethnic Group

Are you Hispanic/Latino of any descent? ☐ Yes ☐ No

For non-Hispanic/Latino persons, please choose one of the following:

- | | | |
|---|--|---|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Two or more races | <input type="checkbox"/> Nonresident alien |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White | <input type="checkbox"/> Race and ethnicity unknown |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Native Hawaiian or other Pacific Islander | |

Native Language

Is English your native language? ☐ Yes ☐ No

If not, please indicate your native language: _____

Non-native English speaking students must demonstrate sufficient command of the English language necessary to succeed in graduate-level classes taught in English. Please see the [NAU Graduate Catalog](#) for English proficiency requirements.

Step 3 – Academic Information

Campus: **Harold D. Buckingham Graduate School**

Program: **Ed.D. Community College Leadership Program**

Anticipated Start Date: _____

Step 4 – Academic History

Official transcripts reflecting all graduate academic work completed at regionally accredited institutions of higher education are required. Transcripts should be sent to the Roueche Graduate Center at the address listed at the beginning of this application.

Step 5 – Résumé

Please provide a current résumé with this application.

Step 6 – Personal and Professional Goal Statement

Please provide your personal and professional goal statement (up to 500 words) below.

Step 7 – References and Letters of Recommendation

Please provide three letters of recommendation from professionals who are familiar with your academic and leadership potential. NAU may contact these references. Letters of recommendation may be emailed or mailed to the Roueche Graduate Center at the address listed at the beginning of this application.

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

Step 8 – Acknowledgments and Application Submission

By checking the boxes below, I acknowledge and agree to the following:

☐ **Email Communication**

National American University may communicate with me at the email address(es) I have provided on this application, or any other email address I have on file at NAU.

☐ **Access to Information**

I can access useful information, including academic catalogs, the student handbook, and required disclosures, on the university's web site at www.national.edu.

☐ **Conditional Admission**

I understand that conditional admission may be granted to me pending receipt of official transcripts. To be eligible for conditional admission to matriculate into the Ed.D. program, unofficial transcripts must show receipt of the graduate degree (from a regionally accredited higher education institution) required for admission to the program. Students who fail to submit all official transcripts by the last day of their first course will be withdrawn; academic credit for the course will not be transcribed and any tuition paid will be refunded.

Signature

I certify that the foregoing information is true and accurate.

Signature: _____ Date: _____

Please mail this application and supporting documents to the Roueche Graduate Center at the address listed at the beginning of this application, or email them to cclp@national.edu.

EDUCATION (ED) COURSE DESCRIPTIONS

ED8000 - Community College History, Mission, and Emerging Issues - 3 Credits

Identification and analysis of emerging local, state, national, and global issues impacting community colleges in the context of the historical development of the community college and the events that shaped its evolving mission.

ED8020 Introduction to Research Methodology - 3 Credits*

This course is designed to provide a presentation of the major research approaches in education, including inherent assumptions, key concepts, and central procedures associated with research approaches. Through a combined focus on qualitative, quantitative, and mixed methods research perspectives, students will receive a broad understanding of the diversity of research approaches in the field of education. Students will apply their understanding of these fundamentals to the critical interpretation of the design and conduct of educational research and educational research reports. *The course will also provide a foundation for further specialized study in research methods by offering multiple opportunities for students to collaborate in authentic research activities. It is the intention of this course, as others in the program, that both a theoretical and practical interpretation of research is achieved by the students in this class. These research activities will encourage students to apply material from course readings and class discussions to the issues that are endemic to community colleges.*

ED8100 - Leadership Development - 3 Credits

Community College Leadership is an introduction to individual, interpersonal, group, and organizational leadership theory. Because the field of leadership behavior is emerging and continues to grow, relevant concepts, models, and theories come from a variety of research studies. This is a three-credit-hour, graduate-level course.

ED8200 - Managing Change – Leading Institutional Transformation - 3 Credits

Those of us responsible for leading public and private organizations have to concern ourselves with handling a number of basic dilemmas. One concern revolves around the issue of managing institutional change. The Carnegie Foundation identifies five major categories of change facing American higher education: establishment of new colleges, revision of the college mission, unification of the philosophy of education, implementation of minor curricular changes, and development of alternative education delivery formats. These five areas of change are only the leading edge of challenges facing higher education in the coming century. Leaders at all levels of the organization must become adept at responding to the rapid and systematic change in the coming millennium. (Baker)

ED8300 - Organizational Design, Behavior, and Development - 3 Credits

The course is designed to compare traditional organizations developed for production and manufacturing (e.g., Taylor and hierarchical structures) with contemporary models that have evolved (e.g., virtual organizations that include open systems with continuous learning, involvement, and information transfer). The course will provide relevant practical experience for applying theory pertaining to organization design, development, and behavior issues related to pre-kindergarten through 16 education and career transitions, with opportunities for team conferring, planning, academic research, professional presenting, writing and analysis.

ED8400 - Ethics and Values - 3 Credits

To help students become aware of ethical issues confronting community college leaders and educational value choices (e.g. access, quality education, accountability, efficiency equity, completion); and , to systematically apply theory and morality lenses to the analysis of real-world issues through case studies of leadership and board issues, writing, team discussions, reflection.

ED8500 - Governance and Administration - 3 Credits

This course addresses the respective roles of community college trustees and CEOs (i.e., presidents and chancellors), the principles and practices of good governance, the use of data, inquiry, and stakeholder involvement to inform policy/decision making and improve effectiveness. Doctoral students will be exposed to current issues and leadership strategies pertaining to governance and administration. Learning experiences will include a combination of face-to-face instructor-facilitated sessions, attendance at college board and

executive team meetings, teleconferences and interaction with nationally-renowned speakers, structured team interaction, and college/district analyses and report and/or case study writing.

ED8600 - Planning, Finance and Resource Development – 3 Credits

The course will address the elements of strategic and master planning, resource allocation, funding issues, and resource development through analyses of college or system case studies, group projects and presentations that are tailored to explore critical issues at the college or district level. Students will be exposed to aligning mission, strategic plan, goals, budget and resource development endeavors.

ED8700 - Policy, Politics, and Public Affairs - 3 Credits

This course is about the politics of higher education, educational agencies, and educational institutions. The course focuses on six key ideas that are central to political thought, policy and public affairs. It applies these ideas to contemporary and historical cases in order to develop students' understanding, analytic skill, and capacity for effective action in leading higher education institutions. The six key ideas are: (1) Politics as a means for transforming individual interests into collective goods; (2) Institutions as the expression of political interests in society and as incentives that structure individual and group behavior; (3) Policy as an expression of collective interests, and policymaking as a process for aggregating and shaping individual and group interests; (4) Power as it is constructed in political relationships and expressed in institutions and political processes; (5) Public affairs as a process in shaping individual and group behavior; and (6) Analysis as the a deliberative, data-driven decision making process.

ED8800 - Introduction to Institutional Research - Education Analytics - 3 Credits

Students will learn how to present, analyze, and interpret institutional data; and, communicate about and apply data for decision making at the institutional, program, and course levels. They will be asked to identify barriers to institutional effectiveness, student learning, equity, success, and completion. Students will work in teams to: analyze identified gaps and drop out/ or "leakage points" – based on data – in student progression and achievement at their home institutions; evaluate the effectiveness of a current intervention strategy; and assess the institutional culture for fostering a culture of evidence and inquiry. They will learn about the use of data for strategic planning, policy development, and resource allocation. They will be required to write team reports and make team presentations for improving student outcomes.

ED8900 - Understanding the Contemporary Community College Student - 3 Credits

This course is designed to provide students an understanding of the characteristics of the contemporary community college student. It draws upon a broad range of research documenting the experiences of the diverse student populations in the American community college. This course provides an overview of theories, research, practices and other issues relevant to creating institutional environments for college success.

ED9000 - Pathways to Student Learning and Success (Capstone Course) - 6 Credits

This capstone course is designed to build upon the knowledge gleaned from previous courses. Students will learn what is involved in developing a constituency base and garnering its support to foster and improve strategic partnerships, college readiness and success, resource development, community services, economic and workforce development, and other priorities of the college. Students will be asked to identify and develop plans and strategic communications for engaging internal and external stakeholders who are critical to achieving targeted goals.

Students will work in teams to develop executive reports and presentations. These are to include in-depth institutional analyses of complex issues, and provide recommendations for systemic improvements, such as, how to: address identified silos (e.g., Academic Affairs, Student Support, Financial Services) and barriers (e.g., policy, practice, culture); integrate major initiatives; develop career pathways; align curricula and assessments; foster partnerships to achieve identified goals; contribute to leadership and board development aligned with mission and goals; and foster institutional transformation to improve targeted outcomes.

ED9020 Designing and Shaping your Dissertation - 6 Credits

This course provides an immersion in scholarly inquiry for students to identify and further explore quantitative, qualitative, and mixed methodologies for application in their treatises. A one-week summer residency will convene during which students will discuss when to use different kinds of research, how to frame research questions, and begin formulating initial thoughts on treatise development. Through

supervised research and writing, students will learn about and prepare for the rigor involved in proposing to committee members in the spring semester of their third year in the program.

ED9600 - Practicum and Summer Residency - 6 Credits

The practicum is a critical aspect of the doctoral students' experience. It offers an opportunity for students to spend time with a CEO or leadership team at a designated college or system office to examine a significant problem, with structured and supervised deliverables. Students will be required to develop plans for their own learning outcomes for the practicum which will culminate in a comprehensive project or report for the college, the focus of which will be developed by the doctoral student with approval by the CEO and the course instructor. The Practicum will normally be taken in the third year of studies. At this juncture, students will be immersed in identifying significant practical issues to be addressed in their treatise, developing their dissertation proposals, and drawing from learning experiences and information gleaned throughout the program.

The culmination of the practicum is the summer residency, an opportunity for cohorts to convene at a destination location for a week to attend the Advanced Leadership Institute (ALI). The ALI provides a time to reflect on many of the topics that have been covered during their doctoral studies and to help formulate final thoughts for the practicum and dissertation research.

ED9700 – Advanced Leadership Institute - 3 Credits

ED9800 – Dissertation Proposal - 3 Credits

ED9900 – Dissertation Completion- 3 Credits

PROPOSED PROGRAM OF STUDY GUIDE
EXAMPLE COHORT BEGINNING IN THE FALL SEMESTER
DOCTOR OF EDUCATION – COMMUNITY COLLEGE LEADERSHIP PROGRAM
NATIONAL AMERICAN UNIVERSITY

Year 1	Year 2	Year 3
<u>Fall</u> <ul style="list-style-type: none"> Community College History, Mission, and Emerging Issues (3 credits) Leadership Development (3 credits) 	<u>Fall</u> <ul style="list-style-type: none"> Managing Change—Leading Institutional Transformation (3 credits) Policy, Politics, and Public Affairs (3 credits) 	<u>Fall</u> <ul style="list-style-type: none"> Capstone (6 credits) Form Dissertation Committee
<u>Spring</u> <ul style="list-style-type: none"> Introduction to Institutional Research—Education Analytics (3 credits) Understanding the Contemporary Community College Student (3 credits) 	<u>Spring</u> <ul style="list-style-type: none"> Governance and Administration (3 credits) Planning, Finance, and Resource Development (3 credits) 	<u>Spring</u> <ul style="list-style-type: none"> Practicum (6 credits)** Dissertation Proposal Development (3 credits)
<u>Summer</u> <ul style="list-style-type: none"> Organization Design, Development, and Behavior (3 credits) Ethics and Values (3 credits) 	<u>Summer</u> <ul style="list-style-type: none"> Introduction to Research (3 credits) Designing and Shaping the Dissertation (6 credits)* 	<u>Summer</u> <ul style="list-style-type: none"> Advanced Leadership Institute (3 credits)* Dissertation Completion (3 credits)
		<u>Fall</u> <ul style="list-style-type: none"> Defend Dissertation
Year 1: 18 credits	Year 2: 21 credits	Year 3: 21 credits
Notes: *Summer Residency **Credit for practicum may be received for comparable structured internship or leadership development, under advisement, and may be completed at any time.		

PROPOSED PROGRAM CONTENT FLOW
DOCTOR OF EDUCATION — COMMUNITY COLLEGE LEADERSHIP (Ed.D. — CCLP)
NATIONAL AMERICAN UNIVERSITY

CORE COURSES	RESEARCH AND CULMINATION	ADVANCED DOCTORAL PRACTICE	DISSERTATION
<div>CORE COURSES (10 courses / 30 credits)</div>	<div>RESEARCH/ METHODOLOGY COURSES (2 courses / 9 credits)</div> <div>CAPSTONE COURSE (6 credits)</div>	<div>PRACTICUM* (6 credits)</div> <div>ADVANCED LEADERSHIP INSTITUTE (3 credits)</div>	<div>DISSERTATION 6 credits / 2 consecutive periods</div>
10 courses / 30 credits	15 credits	9 credits	6 credits

* Credit for practicum may be received for comparable structured internship or leadership development, under advisement, and may be completed at any time.

Degree Requirements:

30 hours of core coursework, including:

- 10 Core Courses

9 hours of Research / Methodology coursework

6 hours for Capstone Course

9 hours of Advanced Doctoral Practice, including:

- 6 hours Practicum
- 3 hours Advanced Leadership Institute

6 hours Dissertation

= 60 CREDIT HOURS